R E P O R T R E S U M E S

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FINAL REPORT FOR THE SUMMER SESSION OF 1965 OF THE INSTITUTE FOR TEACHERS OF FOREIGN LANGUAGES AND INSTITUTE FOR TEACHERS OF CHILDREN OF PUERTO RICAN ORIGIN.

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CITY UNIV. OF NEW YORK, HUNTER COLL.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *COLLEGE PROGRAMS, *LANGUAGE TEACHERS, *METHODS, *SUMMER PROGRAMS, *TEACHER IMPROVEMENT, ELEMENTARY SCHOOL TEACHERS, FRENCH, SECONDARY SCHOOL TEACHERS, SPANISH, ENGLISH (SECOND LANGUAGE), PUERTO RICANS, STUDENTS, NEW YORK CITY

THE INSTITUTE OFFERED TEACHERS THE OPPORTUNITY TO IMPROVE THEIR LANGUAGE COMPETENCIES AND TEACHING SKILLS, AND TO EXAMINE, USE, AND EVALUATE NEW INSTRUCTIONAL MATERIALS. THE CURRICULUM INCLUDED COURSES IN METHODS, THEORY OF SECOND LANGUAGE LEARNING, AND CONTRASTIVE ANALYSIS. THERE WERE ALSO WORKSHOPS FOR ELEMENTARY AND SECONDARY TEACHERS OF FRENCH AND SPANISH. SPECIAL FEATURES OF THE INSTITUTE WERE A DIAGNOSTIC TESTING PROGRAM FOR THE INSTITUTE PARTICIPANTS, REMEDIAL PRACTICE IN THE LANGUAGE LABORATORY, DEMONSTRATION CLASSES TAUGHT AS A PART OF THE WORKSHOPS, OPPORTUNITIES TO PRACTICE TEACH, AND THE USE OF THE NEW YORK STATE KINESCOPE SERIES ON THE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS. ADDENDA CONTAIN COURSE OUTLINES AND A DESCRIPTION OF THE KINESCOPE SERIES, "NEW APPROACHES TO THE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS." (AM)

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#12

FINAL REPORT

for the

SUMMER SESSION 1965

of the

INSTITUTE FOR TEACHERS OF FOREIGN LANGUAGES

and

INSTITUTE FOR TEACHERS OF CHILDREN OF PUERTO RICAN ORIGIN

of

HUNTER COLLEGE

of the

CITY UNIVERSITY OF NEW YORK

695 Park Avenue
New York, New York 10021

FL 000 012

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I. INTRODUCTION

The instructional staff and the students enrolled in the courses of the Institutes for Teachers of Foreign Languages and Teachers of Children of Puerto Rican Origin were deeply gratified at the success of the program of the Summer Session of 1965.

The attendance and enthusiasm of the students were high from the outset. Their interest and activity increased as the Summer Session progressed. The attendance and punctuality of the instructors were perfect, and they cooperated wholeheartedly with each other and with the administration to provide practical and challenging activity both in their individual courses and in the Institute's program as a whole. The instructors were assiduous in their efforts to coordinate various aspects of the program, to give their students individual attention and opportunity for improvement, and to provide them with a total program rather than solely with separate, individual courses.

Instructors and students cooperated enthusiastically with all personnel involved in the Vacation Demonstration School for Exceptional Children and Youth.

II. ACKNOWLEDGEMENTS

The instructional staff of the Summer Institutes wishes to acknowledge its appreciation to Dr. Mary Finocchiaro, Permanent Adviser of the Institutes, for her efforts in planning the summer session of 1965.

We are deeply grateful to the following members of the Hunter College staff whose assistance and cooperation helped make possible the effectiveness of our program:

Professor Herbert Schueler	Director, Department of Teacher Education
Professor Milton Gold	Deputy to the Director of Teacher Education, Summer Session Coordinator, Graduate Program in Teacher Education
Professor Elena D. Gall	Coordinator, Vacation Demonstration School for Exceptional Children and Youth
Professor Philip Kraus	Chairman, Intelectually Gifted Program
Professor Bonilla	Director Pro Tempore, Language Laboratory
Asst. to Professor Bonilla	Language Laboratory
Mr. Genkins	Teacher, Intelectually Gifted Class
Mrs. Auerbach	Teacher, Vacation Demonstration School
Mr. Kelly	Teacher, Vacation Demonstration School
Dr. Lanahan	Principal, Summer Elementary School
Staff of the Audio-Visual and Television Departments, Hunter College	

We wish to express our appreciation to the following individuals of agencies outside the College who also assisted us in the procurement of needed materials:

Dr. Vivienne Anderson	Associate in Secondary Curriculum, New York State Education Department, Albany
Dr. Richard Decker	Associate in Secondary Curriculum, New York State Education Department, Albany
Dr. Edward G. Bernard	Director, Bureau of Audio-Visual Instruction, New York City Board of Education
Mr. Spanier	Manager, Film Distribution Unit, Bureau of Audio-Visual Instruction, New York City Board of Education
Mr. Jack Garritson	Tape Reproduction Center, Bureau of Audio-Visual Instruction, Board of Education, New York City
Mrs. Dorothy Reid	Chairman of Foreign Languages, Hastings High School, Hastings-on-Hudson, New York

III. Administrative and Instructional Staff

Administration:

Milton J. Gold	Deputy to the Director of Teacher Education Coordinator of the Graduate Program in Teacher Education, Summer Session 1965 Professor of Education, Hunter College
Mary Finocchiaro	Permanent Adviser; Institutes for Teachers of Foreign Languages and Children of Puerto Rican Origin Professor of Education, Hunter College
Remunda Cadoux	Director of Institutes for Teachers of Foreign Languages and Children of Puerto Rican Origin, Summer Session 1965 Lecturer in Education, Hunter College

Instruction:

Arthur S. Ackerman	B.A., The City College of New York; M.A., Columbia University. Chairman, Foreign Language Department, Abraham Lincoln High School, Brooklyn. Lecturer, Education, Hunter College
Michael Bonomo	Sc. B., New York University; M.S.E., Queens College; Teacher P.S. 123, Queens. Lecturer, Education, Hunter College
Remunda Cadoux	A.B., Barnard College; A.M., New York University; Chairman of Foreign Languages, Christopher Columbus High School; Lecturer, Education, Hunter College
Jeannette Coin	B.A., Hunter College; M.A., New York University; Chairman of Foreign Languages, Louis P. Brandeis High School; Lecturer, Education, Hunter College
Nancy Frankfort	B.A., M.S.E., Hunter College; Coordinator of Foreign Languages, Elementary Schools, New York City; Lecturer, Education, Hunter College
Irma Fuentes	B.A., M.A., Hunter College; Chairman of Foreign Languages, Evander Childs High School, Bronx; Lecturer, Education, Hunter College
Jacob Godin	A.B., M.S.E., The City College of New York, Chairman of Romance Language Department, Midwood High School, Brooklyn; Lecturer, Education, Hunter College
Robert Hammarstrand	A.B., A.M., University of Minnesota. Lecturer, Education, Hunter College

IV. THE PROGRAM OF THE INSTITUTES

A. The Institute for Teachers of Foreign Languages in the Elementary School

EDT 657 Second Language Learning and Teaching (2 credits)

The psychological principles of second language learning and their applications to teaching, with emphasis on the language development of the pre-adolescent school child and of the adolescent.

EDT 684-685 Workshop in the Teaching of Foreign Languages in Elementary Schools I, II (2 credits each)

A consideration of objectives, materials and methods in the teaching of foreign languages to elementary school children through study of existing literature. Discussion of problems relating to the integration of foreign language with the total school curriculum.

Demonstration class in the teaching of French to elementary school children
Demonstration class in the teaching of Spanish to elementary school children
Both classes, which took place concurrently from 10:40-11:00 A.M., were included as part of the workshop.

Students in EDT 684-685 observed daily a class in French or in Spanish of elementary school pupils from the Vacation Demonstration School which was taught by specially qualified instructors of foreign languages in the elementary school. The students all had an opportunity to teach the class under the guidance of the instructor of the workshop, as well as to discuss all features of the demonstration with the instructor and with each other.

EDT 691 A Practicum in Audio-Lingual Methods for Teachers of French (2 credits)
A Practicum in Audio-Lingual Methods for Teachers of Spanish (2 credits)

Description of both the above courses: Applications of audio-lingual techniques in the language laboratory. Practice in planning and executing various types of audio-lingual drills appropriate to various levels and kinds of language learning in individual and group situations.

EDT 695 Comparative Analysis of English and Spanish I (2 credits)
Comparative Analysis of English and French I (2 credits)

Description of both the above courses: A descriptive study of American English and the appropriate foreign language based on current usage. A systematic study of the sound system, the language patterns and the vocabulary of both languages.

B. The Institute for Teachers of Foreign Languages in the Secondary School

EDT 686-687 Workshop in Modern Materials and Methods of Foreign Language Teaching, I, II
Section 21 - Oriented for teachers of Spanish
Section 22 - Oreinted for teachers of French
(2 credits for EDT 686; 2 credits for EDT 687)

Study and discussion of recent research in the field and its application to language teaching; practice and techniques of developing aural-oral competency and other communication arts and skills. Selection and utilization of materials in the field which meet current objectives in foreign language teaching.

Demonstration class in the teaching of French to secondary school pupils
Demonstration class in the teaching of Spanish to secondary school pupils
Both classes, which took place concurrently from 11:05 to 11:35 daily, were included as part of EDT 687.

Students in my EDT 687 were given the opportunity to observe a daily 25 minute lesson of beginning secondary school pupils taught by a qualified instructor of French or Spanish. These students also had the opportunity to teach the class under the guidance of the instructor of the workshop, as well as to discuss with the instructor and with each other the various techniques utilized.

EDT 637 Second Language Learning and Teaching (2 credits)

The psychological principles of second language learning and their application to teaching, with emphasis on the language development of the pre-adolescent child and of the adolescent.

EDT 691 A Practicum in Audio-Lingual Methods for Teachers of French (2 credits)
A Practicum in Audio-Lingual Methods for Teachers of Spanish (2 credits)

Description of both the above courses: Applications of audio-lingual techniques in the language laboratory. Practice in planning and executing various types of audio-lingual drills

appropriate to various levels and kinds of language learning in individual and group situations.

EDT 685 Comparative Analysis of English and Spanish I (2 credits)
Comparative Analysis of English and French I (2 credits)

Description of both the above courses: A descriptive study of American English and the appropriate foreign language, based on current usage. A systematic study of the sound system, the language patterns and the vocabulary of both languages.

C. The Institute for Teachers of Children of Puerto Rican Origin

EDT 639 Teaching English as a Second Language (3 credits)

Implications of the nature of language for the teaching of English to non-native speakers. The development and evaluation of audio-lingual skills, reading, and writing, with emphasis on the phonology, structure, and vocabulary of the language. Interrelationships of language and culture. Organization and selection of learning materials.

EDT 683 Education Workshop for Teachers of Children of Puerto Rican Origin (2 credits)

A workshop course designed to help teachers deal with the situations and problems which arise in their actual school experience. Emphasis will be placed on the preparation, demonstration and discussion of instructional materials needed for developing communication skills and orientation concepts in newcomers of Puerto Rican origin, within the existing organizational and curricular patterns of the school. Prerequisite: Employment as a teacher and methods of education at one level.

EDT 690 An Educational Program for Puerto Rican Children (2 credits)

The course is designed to assist teachers, supervisors and social workers in planning and evaluating a comprehensive program of instruction for Puerto Rican children at all school levels. Attention will be given to classification of pupils, organization of classes, the curriculum, evaluating procedures and home, school, community relationships.

IV. INNOVATIONS IN THE SUMMER 1965 PROGRAM AND THEIR OUTCOMES

A. Two sections of the Workshop for Teachers of Foreign Languages in the Secondary School. Section 21 was Spanish-oriented; Section 22 was French-oriented.

1. Administration

The division of the workshop into two sections was most effective. During registration, students were programmed for Section 21 if their major was Spanish or if they taught a language other than French or Spanish but had a minor in Spanish or had competency in Spanish. Students were programmed for Section 22 if their major was French or if they taught a language other than French or Spanish but had a minor in French or competency in French.

2. Outcomes

The division resulted in a number of desirable outcomes:

a. Since the same group of students both observed and discussed the techniques used in the demonstration classes, there was unity in the post-observation discussion: All students saw and discussed the same lesson.

b. Since they all understood the language used, there was a unity of comprehension of examples used to illustrate language patterns and problems in the workshop sessions.

c. There was economy in the discussion of problems and techniques.

B. Allocation of rooms and hours of the Demonstration Classes

1. Administration

a. Rooms 536 and 544 were allocated to the Foreign Language Institutes daily from 10:40 to 12:00.

b. The breakdown of the allocation was as follows:

(1) Elementary Demonstration Classes
French Room 536 10:40 - 11:00
Spanish Room 544 10:40 - 11:00

(2) Secondary Demonstration Classes
French Room 536 11:05 - 11:35
Spanish Room 544 11:05 - 11:35

(3) Discussion of Secondary Demonstration Lesson by Workshop Students
French Room 536 11:35 - 12:00
Spanish Room 544 11:35 - 12:00

2. Outcomes

a. Rooms 536 and 544 were decorated with French or Spanish pictures, posters, etc. so that each became a cultural

island," creating a desirable learning atmosphere and facilitating instruction by the demonstration teacher through the availability of instructional materials.

b. Workshop students and their instructors remained in the demonstration room for their ensuing discussion and therefore:

(1) lost no time in moving to another room.
(2) more easily retained many of the details of the demonstration through immediate discussion and the association of the teaching materials used with the technique observed.
(3) were able to invite the demonstration teacher to join the discussion when they so desired.

c. Since the Workshop for Elementary School Teachers was allocated a room in the Park Avenue building within rapid walking distance of the demonstration classes, loss of time for the ensuing discussion was also minimized.

C. The addition of the Class of Intellectually Gifted pupils to the Demonstration Classes for Secondary School Foreign Language Instruction.

1. Administration

a. Through the cooperation of Dr. Kraus and Mr. Genkins, the pupils enrolled in the Intellectually Gifted Class of the Vacation Demonstration Classes were added to the Demonstration for Secondary School Teachers.

b. These pupils reported daily to the class in the language of their choice at 11:05 in the appropriate rooms.

2. Outcomes

a. The addition of these pupils added appreciably to the effectiveness of the program for the teachers enrolled in the courses, since the aptitudes of the youngsters permitted rapid advancement in language patterns and the inclusion of a variety of techniques.

b. The pupils were able to advance swiftly enough for the teachers to include the introduction of reading and writing, which are normally not included in the six-week program.

c. The inclusion of these pupils also provided a sufficiently large class to form a realistic teaching situation for the students enrolled in the course.

d. There were relatively few drop-outs as the summer progressed. Until the end of the session, class size was maintained at a good level.

D. The Diagnostic Test for Pronunciation and Intonation in French and in Spanish

1. Administration

a. At the meeting of June 30, 1965, the instructional staff of the Institutes were in wholehearted agreement on the initiation of an Institute-wide effort to improve the oral competency of the participants by means of

(1) a diagnostic test of pronunciation and intonation in French and Spanish
(2) an individual evaluation of each participant's competency by the instructors as a group
(3) the assignment to each student of corrective exercises on an individual basis

b. A specially devised text (mimeographed) containing sentences testing oral production of all phonemes, allophones, rhythmic and intonation patterns, and morphophonemic variations for French was composed by Miss Cadoux. A similarly devised text for Spanish was composed by Mr. Hammarstrand.

c. The text was distributed to all students enrolled in the Foreign Language Institutes, with the exception of those native speakers specially excused by their instructors.

d. Students were directed to go to the laboratory on their own time before a certain date to read the text onto a blank tape reserved for them. Students in the Practicum, however, went as a group during class time, as the test served as part of a language laboratory lesson.

e. Professor Bonilla and her Assistant in the Language Laboratory of the College made available a number of blank tapes for this purpose. The Bureau of Audio-Visual Instruction of the New York City Board of Education helped by providing 30 blank tapes. Mr. Ackerman and Mrs. Reid also provided additional tapes.

f. The instructors of the Foreign Language Institutes each evaluated a certain number of tapes on a special evaluation form. These forms were devised for French by Miss Cadoux and for Spanish by Mr. Hammarstrand.

g. The instructors were also provided by the Summer Session Director of the Foreign Language Institutes with lesson numbers for corrective exercises which were to be assigned students who had deficiencies.

h. The instructors included on the evaluation forms not only the comments on the students' deficiencies but also the lesson number of the exercises designed to correct these deficiencies.

i. Students were given the original evaluation form and a duplicate blank form. They copied the instructor's comments and the lesson numbers of the corrective exercises onto the duplicate blank form, and returned the original evaluation form to the instructors.

j. The original evaluation form was placed on file at the Institute office, Room 625. The duplicate evaluation form was retained by the student.

k. Students of Spanish were given rexographed copies of corrective exercises (the numbers of which were placed on their evaluation forms to correct certain deficiencies) of Tomas Navarro-Tomas "Pronunciacion e Intonacion", the tapes of which are in the language laboratory, on file for student use.

Students of French were advised to purchase at the bookstore a copy of Jeanne Varney Pleasants' "Prononciation et Intonation françaises" which had been placed in the Hunter College bookstore for this purpose. The cost of the booklet was $1.00. The lesson numbers on their evaluation forms corresponded to the lesson numbers of the booklet. The tapes of these corrective exercises are on file in the language laboratory for student use.

The text of the Spanish corrective exercises was originally provided by Professor Bonilla, and reproduced by Miss Cadoux.

l. Students were advised to go to the language laboratory on their own time to correct their deficiencies.

m. Students in the Practicums were given a "Progress Test" to determine their improvement in pronunciation and intonation at the end of the summer session. They were also given an evaluation form, filled in with comments, so that they could compare their second performance with their first performance.

2. Outcomes

a. The test was received with great enthusiasm and interest by the students as well as the instructors.

b. Students were made aware of their deficiencies and the means by which they could be improved.

c. Students started to work on their own in the laboratory to improve their pronunciation and intonation.

d. Students who continue to enroll in Institute courses will be given a Progress Test of oral production on request, at a time arranged by the instructor.

e. The Director of the Foreign Language Institutes will have a record of students' oral production as a gauge which can guide her before granting the certificate.

E. Provision of Additional Materials to Instructors and Students

1. Administration

a. Through the courtesy of the New York State Education Department, all students of secondary education in foreign languages were loaned a copy of the New York State syllabus in the language of their major.

b. The syllabi were collected at the end of the session and stored in Office 625 for further use by students who enroll in the Institute for Teachers of Foreign Languages in the Secondary Schools.

c. Through the courtesy of the Bureau of Audio-Visual Instruction of the New York City Schools, the Institute was permitted to borrow for the entire summer session 14 kinescopes of the television series, "New Approaches to the Teaching of Foreign Languages in the Secondary Schools," broadcast originally by Miss Cadoux for the New York State Education Department.

d. The kinescopes were stored in the Institute Office, Room 625, and were made available to the instructional staff at any hour during the summer session.

e. When an instructor showed a kinescope, every other instructor was informed in advance of

(1) the time and place of the showing
(2) the subject and language used in the film
(3) the fact that all students and instructors were welcome to the showing.

f. The special films made by the Center for Applied Linguistics and the Modern Language Association, entitled "The Organisation of Language" and "The Sounds of Language" were rented by the Audio-Visual Department of the College for viewing by the students enrolled in the courses in Comparative Analysis.

2. Outcomes

a. The New York State syllabi were a unifying factor in the Workshops, the Practicums and in the Second Language Learning and Teaching courses.

b. The kinescopes provided the basis for discussion of methodology on techniques and procedures on Levels I, II, III, and IV.

c. The kinescopes supplemented the observation of the demonstration classes, since the kinescopes contained class demonstrations of techniques utilized on Levels II, III, and IV.

d. The kinescopes contained class demonstrations not only on different levels of the secondary course, but on the

development of all four skills on these levels. They therefore supplemented the demonstration classes of the Institute by providing filmed demonstrations on principal techniques to be utilized throughout the secondary school course.

e. The invitation of the entire student body enrolled in the Institute to view all the kinescopes they could resulted in greater exposure to demonstrations of teaching techniques than would otherwise be the case.

f. The reaction of the students and instructors to the kinescopes was one of interest and enthusiasm.

V. OTHER HIGHLIGHTS OF THE PROGRAM

1. The pupils in the demonstration classes of the Institute performed at the annual assembly of the Vacation Demonstration School, using some of the knowledge and skill gained in the foreign language classes.

2. The Intellectually Gifted Class also performed at Hunter College in the Bronx, using some of their newly gained knowledge and skill in foreign language learned in the demonstration classes.

3. The students in the Workshops prepared parties for the pupils of the demonstration classes during the final sessions of the classes. Section 21 of the Secondary Workshops prepared an especially elaborate party, which included native foods, music and dances. The foods, prepared at home, represented several nations of the Hispanic world.

VI. CONCLUSIONS

The foregoing report represents a summary of the activities of the Institute for Teachers of Foreign Languages and the Institute for Teachers of Children of Puerto Rican Origin during the Summer Session, 1965.

The addenda to follow includes additions to the summary, elaborations of activities of special interest, and description of course offerings.

The general consensus among students and instructors was that the Institute provided thorough training in basic principles and practices in all areas studied. Special effort was made to provide instruction that was at once realistic and challenging to graduate students. Noteworthy among specific aspects of the Institutes are the following:

1. Maximum use was made of the Demonstration Classes.
2. Coordination and cooperation was achieved with other areas of the Hunter College Summer Program.
3. Maximum use was made of audio-visual aids and the language laboratory.
4. Students received individual opportunity and guidance for the improvement of their audio-lingual competences.
5. Students were able to witness, via the New York State kinescopes, demonstrations of classes taught by teachers on more advanced levels of instruction than the one they witnessed in the demonstration classes of the Institute.
6. The utilization by all students of the New York State syllabi provided a coordinated and unified approach to methodology.
7. The division of the secondary workshops into French-oriented

and Spanish-oriented sections resulted in greater effectiveness in the teaching of methodology.

Students and instructors were, on the whole, enthusiastic in their praise of the program of the Institutes.

Respectfully submitted,

Remunda Cadoux

Remunda Cadoux, Director of the Foreign Language Institutes, Summer Session, 1965

A D D E N D U M A

DESCRIPTION OF COURSE OFFERINGS
(As reported by the instructors)

INSTITUTE FOR TEACHERS OF FOREIGN LANGUAGES

I. EDT 637 Second Language Learning and Teaching
Instructor: Mr. Arthur S. Ackerman

1. Scope and Procedure

The program consisted of:

a. lectures by the instructor
b. systematic study of the textbooks:
BROOKS: LANGUAGE AND LANGUAGE LEARNING, 2nd Edition, 1964
c. class discussions
d. detailed evaluation of new syllabi, as follows:

New York State - French for Secondary Schools
New York State - Spanish for Secondary Schools
New York City - Revised Program for French and Spanish
Levels I, II, III, IV, V
New York City - French (and Spanish) in the Elementary Schools

e. detailed evaluation of some of the latest courses which implement the audio-lingual approach:
i) the A-LM courses in French and Spanish, Levels I, II, III published by Harcourt, Brace and World, Inc.
ii) Ecouter et Parler, Parler et Lire and Entender y Hablar, Hablar y Leer published by Holt, Rinehart and Winston
f. each student submitted a term report on an important study in the field. These reports were multigraphed and distributed to each student in the course. They were to be read before the writer of the report gave his oral report.
g. each student made an oral report on the subject of his term paper, and answered questions raised from the floor.

2. Special Events

a. one session was devoted to orientation and practice in the language laboratory.
b. each student took a diagnostic test in his foreign language. This test, especially prepared by Miss Cadoux, required the student to record on a tape his reading of certain material which tested pronunciation, intonation, fluency, rhythm. The taped performance of each student was evaluated by the instructor, a written detailed evaluation was filed in the Office, and a copy given to the student. At a personal conference with the student this evaluation was explained and

corrective exercises recommended. Corrective exercises were made available in the Language Laboratory for use by the students.

c. On four different occasions the class viewed kinescopes of the New York State Series entitled NEW APPROACHES TO THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE SECONDARY SCHOOLS, prepared by Miss Cadoux and other guest instructors often in conjunction with demonstration classes of high school students.

d. Half a session was devoted to a visit to the Teachers' Reference Library in the college during which the students were familiarized with the collection of textbooks, courses of study, books on methods, periodicals, and other appropriate materials available.

3. Evaluation

The students in this course were intelligent and highly motivated. Almost all of them have had some experience in teaching. Many have been teaching the new audio-lingual courses and presented the problems they met in their classrooms for discussion and possible solution. Three of them were interested in teaching English as a second language.

They were very much interested in learning the theoretical basis for the new methods now being advocated. Their experience in the classroom gave them the ability to evaluate these theories in terms of pragmatic application. The theoretical and the practical were fruitfully joined in this course.

II. Workshop in the Teaching of Foreign Languages in Elementary School Part I, EDT 684; Part II, EDT 685 Instructor: Mr. Ackerman

A. Objectives

1. To provide the teacher and the prospective teacher with

   a. the requisite background in educational philosophy
   b. methodology
   c. a working syllabus, and
   d. useful instructional materials

2. To enable him or her to teach with confidence classes in the foreign language in the elementary school.

B. Scope and Procedure

The program throughout the session consisted of:

1. brief lectures by the instructor on the history, philosophy, methodology, administration, and evaluation of FLES

2. systematic study of the textbook:
   FINOCCHIARO: TEACHING CHILDREN FOREIGN LANGUAGES

3. required reading in
MLA--FLES: Some Questions and Answers
Keesey: Modern Foreign Languages in the Elementary School--Teaching Techniques
Dunkel and Pillet: French in the Elementary School Five Years' Experience
MLA--Publications in the packet on FLES

4. two written and oral reports by each student on significant current magazine articles on FLES

5. class discussion on 1, 2, 3, 4 above

6. preparation by the class of teaching units

7. an opportunity for each student to teach the Demonstration Class at least once, including

   a. preparation by each student of a detailed lesson plan of the lesson she was to teach
   b. a conference with the instructor (and often with the Model Teacher) to discuss the lesson plan before teaching
   c. an evaluation and discussion of the lesson by the entire Workshop after it was taught by the student

8. detailed critique of every lesson taught by the Model Teachers

9. detailed analysis of various courses of study in FLES

10. detailed study of the NYC Syllabus in FLES (French and Spanish)

C. <u>Highlights</u>

1. All the students in the Workshop were enthusiastic, highly motivated, conscientious, and eager to become effective teachers of FLES.

2. The Workshop students made a valuable contribution to the cause of scholarship in general and to FLES in particular, by continuing the "ANNOTATED BIBLIOGRAPHY OF SELECTED ARTICLES ON FLES," which was begun in the 1959 Workshop.

3. The taped diagnostic test in oral proficiency taken by all students in the Workshop, its detailed evaluation, the conference with each student and the assignment of remedial work in the Language Laboratory with specially prepared tapes, constitute an invaluable and long-needed program for improving the effectiveness of every teacher of FLES.

4. As an innovation this summer, the limited opportunity to obtain teaching by experience with the Demonstration Class was supplemented by having each member of the Workshop teach a model

lesson or a fragment of one, with the members of the Workshop acting as the class. The planning and subsequent critique of the lesson by all the members of the Workshop and by the instructor were as valuable as the experience of teaching itself.

5. On several occasions the Workshop viewed and discussed kinescopes of the New York State series entitled NEW APPROACHES TO THE TEACHING OF MODERN FOREIGN LANGUAGES, prepared by Miss Cadoux.

6. In addition to the activities listed above, the Workshop
   a. had an orientation session in the Teachers' Reference Library at the College
   b. had an orientation and practice session in the Language Laboratory
   c. watched a demonstration of teaching materials by representatives from Gessler Publications
   d. received various pamphlets, textbooks, articles, e.g., the New York City Syllabus in FLES
      Keesey: Modern FLs in the Elementary School -- Teaching Techniques
      Modern Language Assn.-- Second Statement on FLES

III. EDT-686,687 Section 21 Irma Fuentes, Instructor

Workshop on Methods of Teaching Spanish in Secondary Schools

The students in these courses, a combination theory-workshop-practice course on modern recommended methodology, were teachers of varying backgrounds, preparation, and experience in public and private schools. Two were teachers of Latin and Hebrew. Three had just completed their training and had had just one term of student teaching experience and were looking forward to their first year of teaching full-time. Six are regularly assigned teachers in the New York City system. The other ten are teachers in private and public schools in the Greater New York Area. Of the twenty, ten are native speakers of Spanish. All were enthusiastic, cooperative and hardworking. A fine esprit de corps was developed and maintained throughout the session.

The two courses were handled as one. The first period EDT-686 was spent discussing the theory and application of theoretical principles, discussion of what was to be observed in the demonstration classes, preparation of instructional materials, demonstration of the use of electronic equipment by members of the group; adaptation of textbooks used currently in various schools, and viewing and discussing several kinescopes prepared under the direction of Miss Cadoux for the New York State Department of Education. These kinescopes were a most important and valuable addition to the course

since such topics as pattern practice on Level II, reading on Level III, writing on Levels II and III and evaluation of the four skills were among the kinescopes selected for viewing, topics which could not have been shown with the summer demonstration class.

During the first two weeks of the session, the students registered for both sections of the course observed Mr. Bonomo teach the demonstration class, and his lessons were discussed by the group. After that, each member took over the demonstration class for varying periods of time and planned and gave lessons on various topics. Each of the lessons was discussed by the demonstrator with the instructor before the lesson and subsequently the entire class discussed the lessons in the post-observational period allowed. Lessons dealt with (1) the use of objective aids, (2) presentation of dialogues, (3) pattern practice on position and agreement of adjectives, (4) affirmative and negative statements, using songs to reinforce patterns taught, (5) introduction of reading and writing, evaluation of progress and (6) teaching leading cultural aspects with the aid of a variety of real objects, slides and recordings. The workshoppers took care to see that their lessons dovetailed so that there was continuity of instruction. The teacher of Latin gave an excellent lesson in Spanish on the pattern "Me Gusta" with the names of breakfast foods. The teacher of Hebrew taught the class a Hebrew dance and song. As a culmination of activity, all the teachers cooperated with Mr. Bonomo in planning an end term party for the class, and several of them decided to bring to the party some native foods which they prepared themselves.

The demonstration class is a vital part of the Foreign Language Institute. Without it, the workshop would be very much less effective. Teachers can try out and apply methodology discussed in the workshop sessions and determine which practices are useful and which need to be changed for greater effectiveness. It gives the experienced teachers an opportunity to reaffirm their practices. The inexperienced teachers gained confidence by teaching in front of their colleagues and getting the benefit of their many helpful suggestions.

In addition to the above activities, all the students reported on books and articles from the bibliography distributed to the class and on visits to community resources useful for the teachers of foreign languages, e.g., the Hispanic Museum, a Spanish-language newspaper, the United Nations. One class session was spent in the language laboratory. Furthermore, at one of the sessions, a representative of the Gessler Company addressed the group and showed them the materials available. Two of the members of this group, using one of the books brought by the representative, put on for the class a little skit included in the book.

As was mentioned before, class reaction throughout the session was enthusiastic. The experienced teachers helped the

inexperienced and all were willing to aid each other. Discussions on methodology were lively and the post-observation conferences and suggestions for improvement were given on a high professional plane. Even the most experienced teachers welcomed the suggestions made after their demonstration lessons. Though somewhat hesitant at first, once the cycle of demonstrations by the members of the class started, everyone volunteered to teach and picked the topic of the lesson without any urging. This group was indeed a unique group of people, willing to work, willing and anxious to learn, and enjoying every moment spent in class. All this made it a most fruitful and enjoyable summer session.

IV. EDT 686-687 Section 22 (French-oriented)
WORKSHOP IN THE TEACHING OF FOREIGN LANGUAGES IN THE SECONDARY SCHOOL
Jacob D. Godin, Instructor

Part I (EDT 686) was composed of fifteen students; Part II (EDT 687) had thirteen. All had some teaching experience ranging from six months to several years -- most in New York City junior and senior high schools and several in private or parochial schools or in school systems outside of New York. From the very outset all expressed a keen desire to have a thorough review of the best methods of modern foreign language teaching. They were particularly eager to become well-acquainted with the methods and procedures of the audio-lingual approach.

Each student received at the outset a detailed outline of the course and a manageable bibliography of which three books were required reading. In addition, at the appropriate time, the students were given two special lists, one of terminology in English and French relating to language laboratories and audio-visual aids, and another of terms useful to the foreign language teacher.

The class discussions dealt with the basic problems of foreign language teaching and new developments in the field. Every effort was made to present and discuss not only the ideal but also the realities of each situation and how best to cope with them. Among the major matters under consideration were the background of our modern objectives, thechniques in the development of the four language skills, lesson planning, the evaluation of textbooks, testing, articulation between schools and audio-visual aids.

All students participated actively through discussions based on reading from professional literature, the exchange of personal experiences, written reports, daily observation of the demonstration class and practice teaching in the demonstration class.

The French demonstration class was conducted daily in conjunction with the Vacation Demonstration School of Hunter College. Here the workshop students observed the skillful implementation of the basic techniques to be employed in the audio-lingual pre-reading stage.

After the first two weeks of observation, each member of the Workshop had an opportunity to teach the demonstration classes. Immediately following the demonstrations, critiques of these lessons were given.

Workshop students were acquainted with the various types of audio-visual equipment and materials available. Language laboratory theory and practice were stressed. Tapes currently in use in the secondary schools to reinforce the four language skills were listened to and discussed. Students were encouraged to avail themselves of the services of the Hunter laboratory on their own time in order to acquaint themselves more thoroughly with its possibilities. Many of the students took advantage of the offer to take disgnostic tests in the laboratory in order to pinpoint their lingual weaknesses. Tapes to improve these weaknesses were made available.

Standard textbooks in the foreign language field were shown and discussed. Students brought in and reported on books and materials they were using in their schools. Emphasis was placed on the criteria for selection and ways of adapting textbooks so that the members of the workshop, as teachers, would be better able to choose intelligently from among the myriad publications those most suitable to their needs.

The kinescopes of the New York State Regents Educational T.V. series of 1961-62 procured from the New York City Board of Education through the efforts of Miss Cadoux were of special interest to the workshop students since they were lessons on Levels II and III demonstration techniques not covered in the daily demonstration lessons.

In addition to the required reading, the written work included three reports and an all-inclusive and searching final examination.

The workshop was the center for many and varied activities whose purposes were:

1. To involve all of the students in a serious study of the philosophy, the objectives, and the new approaches to foreign language study.
2. To provide for an exchange of experience and ideas.
3. To present and discuss practical solutions to many problems.

If enthusiasm and interest are measures of success, this was a successful course.

V. EDT 691 Practicum in Audio-Lingual Methods for Teachers of French
Instructor: Remunda Cadoux

The Practicum in Audio-Lingual Methods for Teachers of French had a three-fold purpose: (1) to provide students with the

basic principles and practices of teaching French audio-lingually, (2) to familiarize students with the methods and materials most effective in the language laboratory, and (3) to increase the audio-lingual competency of students through drills in French phonology, structure and vocabulary.

These three objectives were effected in the following manner:

1. The basic principles and practices of audio-lingual methodology in Level I were taught by lectures, assigned readings, films, and criticisms of individual practice. Students conducted dialogue repetition, structure and response drills before the class, using the kit supplied to them gratis by Harcourt, Brace and World publishers for French, Level I. They were responsible for presentation of Units I - VI of the text.

Each student had individual practice before the class in the audio-lingual presentation of parts of lessons, followed by criticisms by the class.

Students were required to read the chapters in the New York State syllabus, French for Secondary Schools, pertaining to all phases of audio-lingual presentation and practice in Level I. These chapters were discussed in detail.

A number of kinescopes from the television series "New Approaches to the Teaching of Foreign Languages in the Secondary School" were viewed to clinch learnings or to present various aspects of audio-lingual presentation and practice.

Each student wrote a comprehensive final paper in which a week's unit of audio-lingual work was developed in detail. This unit included some language laboratory practice.

2. A study of the materials and methods most useful in the language laboratory was made by means of lectures, readings and original recordings of drills by students during the class period. These recordings were commented on by the group. Students also had the opportunity to criticize a number of other types of language laboratory materials.

The original recordings made by the students in class included (1) the writing of a tape-script, reviewed and commented on by the instructor, (2) the recording of repetition and structure drills, criticized by the instructor and the class, (3) the re-recording of a perfected series of repetition and structure drills.

Lectures on the equipment of the laboratory and on standards for good tapes were supplemented by readings; discussion of time allotments, monitoring, and purposes of language laboratory practice were included. During a group session in the language laboratory, students were given practice in monitoring.

Essential principles for the effective use of a language laboratory were emphasized.

3. To increase oral competency, students were given a diagnostic test of pronunciation and intonation, followed by drills in class of major points of difficulty from "Prononciation et Intonation Françaises" by Jeanne Varney Pleasants. Their diagnostic tests were evaluated, and directions were given for the correction of their deficiencies through language laboratory practice of specific lessons in the above text.

Toward the end of the summer session, students were given a "Progress Test" in the Language Laboratory to determine to what extent their oral proficiency had improved. Each student was given a detailed individual report of this improvement. Most students had made more than satisfactory improvement.

In order to improve the knowledge of structure and vocabulary of students, a study of certain sections of the Basic Course in French, produced for the Foreign Service Institute, Department of State, was initiated. Students with intermediate proficiency were loaned copies of Book I of the course (Lessons 1 - 12); students with advanced proficiency were loaned copies of Book II (Lessons 13 - 23). Classroom drills for the increase of structural knowledge and vocabulary in use were conducted weekly with these texts. Students with intermediate proficiency were required to master Lessons 1 - 9; those with advanced proficiency were required to master Lessons 13 - 21. Tests on the contents were administered.

Conclusions: Through the emphasis and re-emphasis of basic principles, through the construction of standards of criticism, through practice before the group and in the language laboratory, students were initiated into and were required to perform in the approved methods of teaching French audio-lingually.

TEXTS (DISTRIBUTED GRATIS):

French for Secondary Schools. New York State Education Department. 1960.
A-LM French Level I. Harcourt, Brace and World. 1961.
Foreign Service Institute Basic Course in French. Department of State Government Printing Office.

TEXTS (PURCHASED):

Prononciation et Intonation Françaises. Jeanne Varney Pleasants. Goldsmith's Music Shops. 1958. $1.00

VI. EDT 692 Practicum in Audio-Lingual Methods for Teachers of Spanish
Robert Hammarstrand, Instructor

A diagnostic test in Spanish pronunciation and intonation was given to all participants during the first week of class. These tests were analyzed, specific difficulties were pinpointed, and recorded practice drills were assigned to correct them.

The textbook, MODERN SPANISH, a project of the Modern Language Association, was used as a basis for evaluation of teaching materials. Supplementary drills were prepared and presented by the students. Ways of adapting and supplementary required textbooks were discussed and practiced. Classwork on many problems of pronunciation and intonation was done in a group. Work on individual problems was done in the language laboratory where the records and tapes of MODERN SPANISH and the Harcourt Brace A-LM SPANISH were available to the students.

Tomas Navarro Tomas' practices on Spanish intonation and pronunciation were used in class, and the passages were the basis for the final evaluation of the progress made.

Throughout the course, student suggestions were used to develop drills and lesson plans to teach specific problems of Spanish pronunciation or structure.

Several kinescopes of the series NEW APPROACHES TO THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE SECONDARY SCHOOL were shown and discussed.

The marked improvement in pronunciation and intonation shown by all of the participants, as well as the enthusiasm with which new ideas and orientations in the teaching of Spanish were discussed and accepted gave ample evidence of the effectiveness of the course.

VII. EDT 695 Comparative Analysis of English and Spanish I
Irma Fuentes, Instructor

There were eight students on register in this course and of these all but one were taking other courses of the Institute. The group was very enthusiastic and contributed from their own experiences to the class discussions. Since the group was all bilingual, three from South America, one from Spain, and the rest of Italian background, the comparison of English and Spanish really came to life, and with the addition of Italian, the theories discussed regarding phonology, intonation, lexicon and morphology became truly meaningful. Recordings of Alfonso el Sabio's Cantigas, Sefardic songs, Argentine and Chilean books and recordings, were brought to class by the students to illustrate various intonation patterns, geographic lexical changes, as well as semantic changes.

The students prepared a variety of exercises aimed at helping their students master the sound system, intonation patterns and morphology of Spanish, using the many suggestions in our basic text-Teaching Spanish, A Linguistic Orientation, by Robert Politzer and Charles Staubach (Ginn and Co.)

From the bibliography distributed at the beginning of the session, the students selected those which they wished to study, and, after receiving the approval of the instructor, presented oral reports.

In addition to preparing various types of exercises and presenting oral reports to the class, the students all had to take a rather comprehensive final examination.

Because the class was small, and because all were seriously interested in the subject, it was a cohesive group. All the members of the class became very friendly and gladly shared their experiences and materials.

VIII. EDT 697 Comparative Analysis of English and French I
Remunda Cadoux, Instructor

Through lecture, discussion, readings, films, tapes and supplementary materials distributed by the instructor, students were given an orientation to a linguistic analysis of the phonological and morphological structure of French and English as well as introduction to the basic syntactical structures of both languages.

The following points in English and French were studied:

1. Phonology
   Phonetics (articulatory) and phonemics (consonants, vowels, semi-vowels and diphthongs)

   Suprasegmental features, such as rhythm, stress, juncture, pitch and intonation patterns

   Morphophonemics, with emphasis on French sandhi-variation

2. Morphology
   The concepts of the morpheme and allomorph and their application to the analysis of the English and French (a) determinative, (b) verb, (c) adjective (post-nominal in French), (d) noun, and (e) adverb

3. Syntax
   The basic structures of the language, Frames A, B, and C, and the major points of difference in structure in noun and verb clusters

The comparative analysis of both languages on the three structural levels was followed by analysis of comparisons and contrasts, and practice in the construction of simple drills to overcome the obstacles presented by French structural features to native speakers of English. Phonology and Morphology were stressed, and Syntax introduced.

Students viewed and discussed the films "The Sounds of Language" and "The Organization of Language" produced by the Modern Language Association in conjunction with the Center for Applied Linguistics. They read and wrote a comprehensive review of "An Introduction to Linguistic Science" by E. H. Sturtevant.

The texts used were (1) Robert Politzer, "Teaching French:

An Introduction to Applied Linguistics, (Ginn & Co., 1961) and (2) Simon Belasco and Albert Valdman, "Applied Linguistics, French: A Guide for Teachers," (D.C. Heath & Co., 1961)

There was an excellent, scholarly atmosphere during the course, and all students were interested, cooperating in every way to absorb the new concepts and to apply learnings intelligently to the teaching situation.

INSTITUTE FOR TEACHERS OF CHILDREN OF PUERTO RICAN ORIGIN

I. EDT 690 An Educational Program for Puerto Rican Children
Instructor: Mrs. Jeannette Coin

Basic Text: Finocchiaro, Mary, Teaching English as a Second Language in Elementary and Secondary Schools. New York: Harper & Row, 1958

Supplementary Materials: A copy of the bibliography is available in the Institute office.

Selected kinescopes from the series, "New Approaches to the Teaching of Foreign Languages in the Secondary School" and "The Sounds of Language" were used.

Contents of Course:

1. Objectives of the program in:
   A. Elementary Schools
   B. Secondary Schools
2. Special needs of the Puerto Rican student
   A. Orientation to the School and Community
   B. Linguistic skills
   C. Health needs
3. Community Resources
4. Resource personnel in the school
5. Enlisting the cooperation of parents
6. Screening and classification
7. Principles of second language learning
8. Methods and materials of teaching English as a second language
9. The language emphasis lesson
10. Application of linguistics to the teaching of English as a second language
11. Selecting language patterns for active and passive control
12. Methods of teaching pronunciation
13. Teaching grammatical structure
14. Technique of teaching reading
15. Developing writing skills
16. Motivating activities
17. Testing and evaluation
18. Planning lessons

General Evaluation of the Course

In the preparation of this report, the following

sources were used: 1. informal discussions with the students; and 2. unsigned evaluations submitted by the students.

Typical statements gleaned from the students' evaluations:

"I would say that the many and varied experiences incorporated in the course -- class discussions, class evaluation of various lessons, live and filmed, as well as individually-created, individual observation of lessons -- all were most valuable in developing an awareness and understanding of the needs of the Puerto Rican child as he strives to master English."

"The main pivotal point of this course was the consideration of the language arts area and the needs and problems of the Puerto Rican child. We treated this area in breadth and depth in terms of the variety of skills to be taught."

"The understanding and information that I gained from this course will, I know, enable me to better meet the needs of the Puerto Rican children in our school."

"Of particular value to me have been the lessons prepared and discussed by the individual members of the class. These afforded me an opportunity to hear what others are doing in a situation similar to mine. It also gave me an opportunity to receive constructive criticism. I feel I will be able to apply many new ideas and methods I've learned."

"I feel that we haven't talked around the subject, but have gotten right down to the bare essentials -- what do you do with non-English speaking children? We've discussed the basic elements which make up a good program, how to plan well organized lessons, the techniques and procedures available to get the most out of a lesson, and many concrete ideas. I feel the lesson plans we made up would have been more effective and beneficial for the rest of the class had they actually been presented to us as children in a class. Each of us could have been assigned a day to present our lessons. It would have been a good experience for everyone."

Demonstrations

"The opportunity to observe actual lessons being presented was invaluable for many reasons. Primarily, these lessons permitted us to witness actual teaching and learning experience... In addition, these live observations were one of the best instruments upon which we could base re-evaluation in terms of applying various techniques to our own future situations in the classroom."

"They afforded me an opportunity of watching the techniques I learned about being put into actual use. It was useful to see how a second language is taught to children that had had no previous knowledge of it."

"Modification could be in an experimental class in teaching English as a second language. Although the techniques are similar, it would be more enlightening for a language emphasis class to be shown."

Films and Kinescopes

"Films were valuable but did not pertain to our immediate needs."

"As far as the films were concerned, they stimulated us to think critically about what we were seeing."

"More films on the actual methods of teaching English to Puerto Rican children should be shown, not with Americans learning a foreign language, but in non-English speaking classes."

"The methods presented in the films were interesting and adaptable to teaching English as a second language. Some of the exercises exemplified in the films were useful. The film on linguistics was interesting from a theoretical point of view."

Conclusion

The students seem to feel that this is a worthwhile course that will help them to provide more effectively for the needs of their Puerto Rican students.

The Administration

It was very evident throughout the session that a very effective administrator was always on hand to see to it that all needed assistance was provided. As only one example, I should like to cite the efficient manner in which the distribution and scheduling of the kinescopes was handled. With the greatest economy of time, films could be obtained from the office or shared with other teachers. Since teachers who were scheduling films notified us in advance of the time and place of showing, we could arrange to have our classes view the films. Integration of films with our lesson plans was made possible by the rexographed sheets, listing titles, duration of film, etc., provided by the Director.

A Personal Note

This has been a most pleasant and rewarding experience for me. I feel that the professional tone set by the director was reflected in the earnestness of all involved in this activity.

II. EDT 639 Methods of Teaching English as a Foreign Language
Robert Hammarstrand, Instructor

Using Dr. Finocchiaro's book, ENGLISH AS A SECOND LANGUAGE

as a basis and guide for lecture and discussion, the course was conducted as a graduate seminar with active student participation in every phase of the lessons.

The first three weeks of the course were devoted to a presentation of the history, theory and practice of the findings of linguistic science as they affect the teaching of a second language. This section included lectures and discussions on the following materials:

1. What is language? and how does this definition affect teaching?
2. What principles must be observed in effective language teaching?
3. How is a unit of work planned?
4. What are the essential components of a daily lesson plan?
5. How is pronunciation taught? The essential features of rhythm, intonation and juncture?
6. How is a sequential presentation of the essential phonetic and structural features of a language developed?
7. What are the components of good pattern drills? For pronunciation? for structure?
8. How are pattern practices presented?
9. How can textbook materials be adapted and supplemented?
10. When and how is reading introduced? Writing?
11. What materials vitalize learning and how can they best be used?
12. What are the purposes and ways of measuring progress in the various language skills?
13. What are the differences of approach for elementary, intermediate and advanced levels?
14. How can a comparative analysis of native vs. target languages be most effectively used in planning lessons?
15. What constitutes effective homework at each step of language growth?
16. How can the facilities of home, school and community contribute to the language classroom?
17. How can the teacher effectively individualize instruction?
18. How can games, songs, contest and outside of class activities be used to further language learning?

Since all of the group had taught language on some level, they were able to draw on their own experiences for discussion and illustration. The students themselves proved most useful in making points and offering solutions to problems brought up during discussion periods.

All students were asked to prepare a unit of work, composed of a minimum of three daily lesson plans, designed to teach a specific structural or phonetic feature of English. Some of these units (as many as time permitted) were presented to the class for discussion. Revisions in lesson plans were made as a group, utilizing the evaluation and contributions of the entire class.

The class saw and discussed several of the kinescopes in the series NEW APPROACHES TO THE TEACHING OF MODERN FOREIGN LANGUAGES IN THE SECONDARY SCHOOL.

All students were required to attend at least one session of either the French or Spanish Demonstration Classes and to give a report on procedures observed.

A D D E N D U M B

THE CONTENTS OF THE NEW YORK STATE KINESCOPES ON SECONDARY METHODS

The following kinescopes of the series "New Approaches to the Teaching of Foreign Languages in the Secondary Schools," written, produced and broadcast by Miss Cadoux for the New York State Regents Television Project 1961-1962, were made available at all times to all instructors of the Institute. They were stored in Room 625.

All students were informed in advance if any instructor was to show a film. The time, place, and general contents of the film were made known to all instructors and students enrolled. All were welcome within the capacity of the room.

Here is a run-down of the films by number, language and contents:

TIME: 28 minutes each

#2: Extending Flexibility in Speaking FRENCH
Drills from A-LM pre-reading period. Repetition, Substitution, Replacement, etc. Taught by Marilynn Ray of Glastonbury.

#3: Extending Flexibility in Speaking SPANISH (one of the best)
Review of most facets of A-L presentation
Lesson II (Unit II) A-LM Spanish: Repetition, Response, Substitution, Generalization, Teaching vocabulary, etc.
Evangeline Galas, Teacher

#4: Pattern Practice: The Keystone of Habit Formation FREN & SPAN
No demonstration class. An orientation to the Basic Frame and changes in the Basic Frame (replacements, alterations, etc.)

#7: Beginning the Integration of Skills FRENCH
Using a traditional textbook "Parlez-vous français" to develop A-L skills. Oral presentation of reading lesson, vocabulary, drills. Catherine DiPalma Teaching

#9: Pronunciation and Intonation FRENCH AND SPANISH
Pronunciation and Intonation drills in French and Spanish. Two separate classes for demonstration. Good film.

#14: Presentation and Correction in Audio-Lingual Drill SPANISH
Filomena Peloro teaching a first year (end of year) class a brand new lesson. How to present, how to correct. Grammar point: de plus noun to express possession.

#15: A Typical Class Program FRENCH
A complete lesson, from presentation of vocabulary through pattern drills through writing. FSI materials. John McIntyre of Mamaroneck HS teaching. Assignment of homework, etc.

#16: Teaching the Structures and Forms, Level II, French
Presenting and drilling the double object pronouns before complementary infinitives. Using the grammar in a dialogue. Sidney Levitan teaching.

#17: Developing Audio-Lingual Skills. Level II FRENCH
Extending knowledge of dialogue through various substitutions and replacements in basic slots of the frame. Howard Agrenim teaching. Developing listening comprehension.

#18: Teaching the Structures and Forms. Level III SPANISH
Teaching the forms and uses of the imperfect subjunctive with use of visual models. Drills adapted from "Modern Spanish." Conversation stimulus. Evangeline Galas teaching.

#20: Intensive Reading. Level II SPANISH
A typical intensive reading lesson. Vocabulary presented as in A-LM and also traditionally as in NYC. Anita Ligorio teaching.
Text: Cuentos Corrientes - La Violetera.

#21: Extensive Reading. Level III FRENCH
A typical extensive reading (not supplementary reading) lesson using "France-Amérique" and easy portions of "La Chèvre de M. Seguin." Suggestions for supplementary reading in Levels III and IV.

#24: Writing on Level III SPANISH
Writing drill patterns. Controlled writing: changing person, number, tense; changing the form from dialogue to narration, etc. Controlled composition: answering questions or following an outline to form a composition. The writing and recording

of a tape-script for a Mexican tape-pal.

#25: Writing on Level IV FRENCH
From controlled to free composition. Techniques also applicable to Level III. Pierre Chanover of Garden City HS.

#27: Evaluation on Level II SPANISH
Testing oral skills particularly. Chart for testing oral production. Hempstead HS. Good film.